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ABSTRACT

The development and implementation of a comprehensive career education curriculum was the major purpose of a project conducted in the Cashmere and Peshastin-Dryden School Districts (Washington), K-12. The objectives of the project were divided into the following eight work areas: curriculum development; curriculum installation; advisor/advisee program installation; survival skills implementation; coordination of school and community resources; documentation and evaluation; dissemination; and project management. Due to lack of funding, alterations had to be made, but plans for the continued development of a comprehensive career education curriculum were made within the confines of limited local resources. Baseline data and evaluation techniques were accomplished during the first year by a third-party evaluation team. The evaluators interviewed teachers involved in the project activities, project staff, students, and administrators. Overall, responses were supportive of the activities and favorable. An instrument was utilized to assess school characteristics as perceived by students. Selected classes in both districts were given a questionnaire to survey occupational and educational aspirations and expectations of students. The purpose of these instruments was to collect descriptive data for program planning. A semantic differential survey was administered to a small sample of students to assess specific as well as general attitudes. The data were tabulated with hopes that a revised instrument could be used in subsequent school evaluation. (EM)

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CAREER EDUCATION

THE COMPREHENSIVE CURRICULUM

FINAL REPORT

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INTRODUCTION

The on-going curricular activities in the Cashmere and Peshastin-Dryden School Districts have had an increasing emphasis on career education since 1971 when three teachers developed an in-depth program of career awareness activities which primarily communicated occupational information to ninety fourth grade students.

Involvement in such programs has steadily increased to the point that all students have, in one form or another, taken part in career-related activities.

Continuation has had significant support from teachers, administrators, school directors and the community at large. Activity guides, developed by local classroom teachers during the 1973-74 school year for K-12 use, proved to be valuable teacher aids. Students were being exposed to not only occupational information (Career Awareness), but to information and activities related to the seven other elements of career education (Self Awareness, Educational Awareness, Economic Awareness, Appreciations and Attitudes, Beginning Competency, and Employability Skills). They were also beginning to examine the relationship between such activities and the fifteen occupational clusters, established by USOE.

However, it became increasingly clear that in order to "get it all together", it would be necessary to add scope and sequence, thereby allowing all students equal and developmental exposure to career concepts as they progress through an established, on-going curriculum.

Career education had by this time been judged an effective educational program by students, school personnel, parents, and members of the business community. Independent evaluative data also corroborated local observations and

anecdotal information. If career education were to continue to hold high priority, the next logical step was to infuse it into every discipline area, K-12.

In order to have classroom teachers involved at every step of the infusion process, a three-year timeline was developed. Such a plan would allow released time for significant numbers of teachers each year to be a part of the development of a goal-based system, beginning with Language Arts and Social Science the first year, Math, Science, and Vocational Education the second year, and completing the process the third year with Foreign Language, Art, Music, Health, and Physical Education.

The underlying purpose of this entire curriculum revision project is to offer students a program of studies that will allow them to examine the relationships that should and do exist between academic subject matter and the world of work, emphasizing the roles of people in all aspects of life. Students will, hopefully, come to regard education, not only as the vehicle by which one grows and matures in thought processes and knowledge content, but also will regard it as a useful tool to be utilized in one's career development process.

NARRATIVE SUMMARY OF PROJECT

The Career Education Project, CAREER EDUCATION, THE COMPREHENSIVE CURRICULUM, was initiated July 1, 1975, in the Cashmere and Peshastin-Dryden School Districts. The objectives of the project were divided into eight work areas. To facilitate the reading of this document, each work area will be addressed as to major accomplishments, problems encountered, and solutions reached. The work areas are as follows: Curriculum Development, Curriculum Installation, Advisor/Advisee Program Installation, Survival Skills Implementation, Coordination of School and Community Resources, Documentation and Evaluation, Dissemination and Project Management.

I. CURRICULUM DEVELOPMENT

The initial activity of the Curriculum Development was a five-day workshop in August, 1975. The twenty-eight participants, included all Language Arts and Social Science staff members, grades 7-12, and one staff member representing each grade level K-6, from Cashmere and Peshastin-Dryden. Twenty-one received college credit, and all Cashmere and Peshastin-Dryden staff members received a stipend for their participation.

The original draft of the workshop agenda required extensive revision. The long-range goal of having each teacher develop course goals, objectives, and activities in Language Arts and/or Social Science for the month of September proved to be unrealistic.

The second day of the workshop saw the beginning of a pragmatic approach, based on the conclusion that the development of new programs of study would be impossible until the entire group had a chance to study the existing Language Arts and Social Science programs, K-12.

The remainder of the workshop focused on participants' development of operational workshop objectives (See appendix A) and identification of the existing Language Arts and Social Science curricula in each district.

A collection of commercial and non-commercial materials were available for teacher use including curriculum guides and collections of goals and objectives related to career education and/or Language Arts and Social Science. Participants made extensive use of all available resources.

A strong point of the workshop was the existence of a high level of communication throughout the week. Indeed, a great deal of sharing took place. As various documents were developed by small groups, the materials were duplicated, distributed, and orally summarized for the entire group. A Feedback Committee operated throughout the week and was a vehicle for relaying concerns (positive and negative) back to the workshop staff. A scope and sequence Steering Committee operated throughout the workshop. Al materials were continually analyzed both horizontally (Language Arts and Social Science) and vertically (K-12).

Two instruments were developed and utilized with participants to evaluate the workshop: One, a pre/post teacher questionnaire to determine attitude change and knowledge gained; and two, an evaluation of the workshop by participants. (See Appendix B for a composite of those responses.)

The second phase of the Curriculum Development consisted of in-service released days for all teachers involved in the project. The first few days were spent in identifying problem areas in each discipline. Using the "WHAT IS" materials developed at the workshop, many things were discovered about the existing curricula. For instance, a unit on Canada was not included in the twelve-year social science curriculum. Other voids or duplications were also discovered in the existing programs.

The next step was the development of "What Should Be", through the development of broad program goals for each academic area. (For a chart of the model used, see Appendix C.)

By the end of October, 1975, newly-developed program goals were accepted by all staff members of each discipline in each school district.

Teachers were now ready to begin the development of the curricula. Initially, each teacher was to select course goals from those on file. It soon became apparent because of the volume and diversity of sources that outcomes would be unsatisfactory and confusing. After a lengthy review of all the materials, it was decided to utilize two primary sources: the K-12 Course Goals in Language Arts, and the K-12 Course Goals in Social Science

produced by the Tri-County Goal Development Project, Multonomah County I.E.D., Portland, Oregon, 1973; and Developmental Program Goals for the Comprehensive Career Education Model, produced by the Center for Vocational Education, Ohio State University, Columbus, 1972.

During the first four months of developmental activities, teachers were allowed total flexibility to "do their own thing". It became evident, however, that more structure was needed, and specific steps were outlined to be followed. Grades K-8 selected course goals from the collection of course goals for each program of instruction for each grade level (e.g., in the area of Language Arts, the program of instruction might include writing, research techniques, reading, literature, speaking, creative dramatics, spelling, etc.). At the high school level, course goals were selected for each class (e.g., Creative Writing, American Literature, Debate, Journalism, etc.). Following the selection of course goals for the discipline, career education course goals were selected for infusion into each program of instruction.

Performance objectives have traditionally followed course goals development. However, this curriculum utilized "indicators" of goal accomplishments, but not to the total exclusion of objectives. Sample activities and resources were then included as suggestions for classroom implementation. (See Appendix D for a sample section from the curriculum guides.)

Each teacher had eighteen released days during the school year. Different methods were tried in order to utilize these days in the most

positive manner. Six days a trimester; one isolated day; two, three, or five consecutive days. By the end of the project, the majority of the teachers agreed that three consecutive days allowed for optimum efficiency. (Such a schedule also allowed a degree of continuity for substitute teachers in the classrooms.) More than three became unproductive, and less than three proved to be inefficient. If more than one week lapsed between work times, it became necessary to spend a significant amount of time in becoming reoriented to the task at hand. Groups began working together, such as all high school language arts, grades K-3, etc. This seemed to work satisfactorily up to the end of the project when everyone had to complete his/her own program without input from peers.

A major factor for consideration became the availability of substitutes. Twice during the year project teachers scheduled to work in career education had to relinquish their time as substitutes were needed in the district because of staff illness.

The Cashmere School District allocated an additional classroom adjacent to the Career Education Office for a project workroom. All materials were housed in this room, work tables were set up, and filing cabinets made available for teachers' materials. The project staff was immediately available for consultation with those working in the newly acquired area. Being removed from their normal teaching stations created a more productive atmosphere according to teacher participants.

The third phase involved visitations by teachers to other districts within Washington and Oregon. Three teachers attended the Arizona State Conference in March, 1976. All visitations generated enthusiasm and were a definite asset to the overall outcomes of the project. After March 1, these visitations were tied in with visitations made around the State to look at high school buildings. Each of the discipline committees (see Community, page 8) visited at least four high schools to view Language Arts and Social Science programs and high school building structures.

The model developed by this project should be of considerable value to the Cashmere and Peshastin-Dryden School Districts as well as other school districts. The project continuation planned for the 1976-77 school year (Math, Science, and Vocational Education Departments) will be facilitated having a model from which to begin. Much of the initial confusion and frustration experienced by project staff and teachers working this past year should be eliminated. The transportability of this model should be valuable to any other school district wishing to do comprehensive curriculum work which infuses career education into the overall program of studies.

The scope and sequence committee organized during the August workshop did not function during the year. It felt that the total program must be developed before sequencing can take place.

II. CURRICULUM INSTALLATION

Only a minor part of the revised curriculum was implemented this school year. Because of the problem encountered during the August workshop, which necessitated a timeline adjustment, development of activities

required more time than was originally anticipated. However, some of the new ideas were utilized during the last trimester (March - May, 1976) and feedback from teachers indicates a hugh degree of success. The Language Arts and Social Science curricula, with career education concepts infused at every level, will be tested during the 1976-77 school year.

III. ADVISOR/ADVISEE PROGRAM INSTALLATION

Six high school staff members (Advisory Planning Committee) were selected, from a group of volunteers, to serve as first year advisors in the Advisor/Advisee Program. The members represented Language Arts, Social Science, Science, Vocational Education, Guidance and Resource Media departments. The group first met for orientation with the high school principal and project staff on February 10, 1976. It was determined that each of the 120 incoming ninth grade students would be assigned an advisor in May, 1976, and one meeting between the advisors/advisees would be held. Preparations would be made to implement the program in September, 1976. The Advisor/Advisee program would start with ninth graders and in subsequent years, add the incoming ninth graders and six new staff members. By the end of four years, all high school students and all teachers would be involved in the Advisor/Advisee Program.

The Advisory Planning Committee met three times through May, 1976, and visited two school districts in Oregon and Washington that have effective Advisor/Advisee programs. Much enthusiasm was generated as a result of these visitations and all six members helped complete the program plans. Scheduling problems were soon encountered by the committee and several alternatives were discussed.

Meantime, middle school staff had also become interested in the Advisor/Advisee Program for students in the sixth-eighth grades. A building principal from a district in the State where such a program has been operating successfully, was asked to serve as a consultant. He gave a four-hour overview to the entire staff of both school districts, Released time was provided by both school districts for this in-service presentation. His recommendation, based on four years experience, and with some understanding of local problems, was to implement the program in grades 7-12 involving all students and staff from the beginning. This was a new concept and after due consideration by project staff and district administration, it was proposed to the school board and subsequently approved. This will solve the scheduling problem and also still parental concerns that all students be afforded this opportunity to participate in the first year. This change in plans means that the program will not begin until the second trimester of the 1976-77 school year. This change should enhance the total program; providing more time for teacher orientation and planning.

IV. SURVIVAL SKILLS IMPLEMENTATION

The survival skills instrument, development and implementation, is associated with the Advisor/Advisee Program. Samples of related instruments have been received and evaluated. None have been specifically appropriate to the needs of our districts. The project staff decided it would be desirable to have community and teaching staff input and have the instrument ready to administer when the Advisor/Advisee Program becomes operative. Data gained from the survey can then be utilized in further developing the Advisor/Advisor Program.

V. COORDINATION OF SCHOOL AND COMMUNITY RESOURCES

A meeting between a steering committe from the Community Citizens' Advisory Committee and the Career Education Advisory Committee was held on August 11, 1975. It was the consensus of this group that to establish the Educational Goals Committee in October, 1975 was premature. They felt that their contributions would be more valuable at a time when the certified staff members of the Language Arts and Social Science departments would be ready to present a revised program of study.

It was agreed that a later date, such as February or March, would be a more advantageous time for the establishment of the Educational Goals Committee. The committee included members of the steering committee from the Citizens' Advisory Committee, all members of the Career Education Advisory Committee, and those persons who volunteered at a November 2, 1975 meeting held for interested citizens.

At the March meeting members of this group elected to serve on specific subcommittees; Language Arts, Social Science, Math, Science, Vocational Education, Fine Arts, or Health and Physical Education. Each subcommittee was made up of all high school teachers representing a specific discipline, and citizens, parents and students interested in that particular discipline. A member of the Career Education Staff also serves on the Language Arts, Social Science, and Guidance and Resource Center Committee.

The purpose of each subcommittee was to make recommendations for the building specification of the proposed new high school. Therefore, each subcommittee serves a dual purpose: recommending curriculum changes and building specifications.

Curriculum was discussed in the specific areas of Language Arts and Social Science at each meeting held through June 30. Input from

each committee member was utilized by teachers in their curriculum projects. It is anticipated that interested lay persons will continue consultation with staff members in each discipline area regarding curriculum planning.

VI. SEE THIRD PARTY EVALUATION REPORT, PAGES 16 TO 60

VII. DISSEMINATION

Dissemination activities were undertaken in five areas: newspaper articles, slide presentations, hosting visitors, newsletters, and miscellaneous activities.

A. Newspaper Articles

Fifteen articles pertaining to the project have appeared in the Cashmere Valley Record and the Wenatchee World, including a series of four articles that explained the concepts and philosophy of career education. Other articles highlighted specific classroom activities undertaken by individual teachers. The staff feels that newspaper articles are a good way to apprise local people of career education news and the also help build good school community relations.

B. Slide Presentations

The original slide presentation that gave an overview of career education K-12 in the Cashmere and Peshastin-Dryden School Districts was updated in September, 1975.

An additional slide presentation which explains the infusion process of the eight elements into all discipline of study was

created in September, 1975. These elements are: Career Awareness, Self Awareness, Educational Awareness, Economic Awareness, Appreciations and Attitudes, Decision Making, Beginning Competency, and Employability Skills. Continual updating of both presentations took place throughout the twelve-month project as new activities and concepts were added to the curricula.

These presentations were made available to all visitors to Cashmere and also sent, on request, to different agencies and groups throughout the State.

C. Hosting Visitors

Throughout the twelve-month project, the staff hosted seventy-nine visitors representing thirty-seven school districts and agencies.

Of special interest to the project staff were two groups: Dr. Ron Frye, Director, Teacher Education at Central Washington State College, Ellensburg, Washington, brought nine colleagues from the Education Department to visit the project on December 15, 1975. The purpose of the visit was to ascertain how career education concepts might be integrated into undergraduate as well as graduate and in-service programs. Positive reaction has been received from this visit.

A group of twenty-one Congressional Aids and other members of the Educational Staff Seminary, spent Friday, February 13, 1976 in Cashmere and Peshastin-Dryden, observing the infusion of career education concepts into on-going classroom activities.

The Educational Staff Seminar (ESS) is a professional development

program, of the George Washington University, designed for staff members employed by the Executive and Legislative branches of the Federal Government in the field of education. The goals of ESS are to provide an open forum in which participants can improve their professional capabilities and personal fulfillment on the job.

During the morning session the group heard a history of local career education efforts and through presentations made by students from high school Creative Writing class, discovered that inter-district student activities take many forms besides those in athletics. In this case, students from nine school districts cooperated in the publication of a literary magazine. Middle school students in a history class reported to the group that there are many ways to look at the progress of this country. Students informed the group how they have chosen to follow its progression through the memories of local residents, and to capture, then present those historical concepts in book form: The History of Old Mission.

Throughout these and similar studies, career concepts are observed at appropriate points.

A luncheon for the group was organized and carried out by second grade students. The luncheon brought together members of the visiting group and community representatives for informal conversation and observation of students carrying out various responsibilities.

The afternoon saw the group involved in classroom visitations and student and teacher interviews.

Dinner brought the day to a close. Group members indicated positive feelings toward local educational programs and that indeed career education plays a key role in educating young people.

All visitors not only viewed the slide presentation and talked with project staff, but also had the opportunity to visit classrooms to observe students and teachers involved in career education activities. Teachers were available to answer specific questions and talk about individual programs. Principals, the Director of Vocational Education, and Project Staff substituted for the classroom teachers when called upon.

D. Newsletter

Five issues of the Career Education Newsletter were published during the school year. Each edition contained national trends and issues; news from other career education programs around the Nation, bulletin board ideas, classroom activities, local project news and special classroom projects. 750 copies of each edition were published and mailed in response to requests from all over the United States.

E. Miscellaneous

Project staff, along with the Superintendent of the Cashmere School District, was invited to chair three round table discussions at the National Convention of the American Association of School Administrators, held in Atlantic City, February 20-23, 1976. The theme of each discussion was Career Education in a K-12 Setting. Each discussion was attended by 20 - 30 school administrators.

The Cooperative Washington Education Center (A consortium of twenty-five school districts) initiated a task force on Career Education. The Cashmere Superintendent served as Chairperson. Eight meetings were held during the school year, and three audio visual presentations were made by project personnel.

The Language Arts Division, Office of Superintendent of Public Instruction for the State of Washington has requested a copy of the Language Arts Curriculum Guide developed by the project be made available to all 350 school districts in the State of Washington. This will serve as a model for school districts to meet the Student Learning Objectives Law which is designed to assure a quality program in the basic skills of Reading, Mathematics and Language Arts in grades K-8. O.S.P.I. was particularly interested in having available not only the Language Arts course goals and objectives, but also those related to the infusion of career education into the total Language Arts program K-12. This is interpreted as one indicator that this year's curriculum project was successful and valuable.

Products available this year are Language Arts and Career Education Curriculum Guides, K-5, 6-8 and 9-12; Social Science and Career Education Curriculum Guides, K-5, 6-8 and 9-12.

These products will be submitted to the ERIC System and the Northwest Curriculum Management Center.

VIII. PROJECT MANAGEMENT

Nine reports were made to the Superintendents of each school district. In addition, five personal program reports were made to the

Cashmere School Board. These presentations were a definite plus for the Career Education Project as they allowed interaction between board members and project personnel. Board members were invited to ask questions and state their concerns.

Monthly meetings were held with the Superintendents, all principals in the two districts, and the Vocational Director for purposes of communication.

CONCLUSION

We feel that the total amount of time spent by each teacher and the dedication shown by staff and administrators contributed immeasurable to the success of the project. When staff members were asked their feelings on the year's project comments were received such as: "Boy, I finally am doing something I will use"; "I have never had the opportunity or the time to write down my goals and objectives"; "This puts everything in place for me"; "I put in extra time on my own because I see MY NEED for having this to use next year"; "This will certainly help me do a better job in the classroom next year".

The Third Party Evaluation Report which follows details more specifically outcomes of this year's project.

THIRD PARTY EVALUATION REPORT

The evaluation plan for 1975-76 was developmental in that it was devised to serve the needs of a project anticipated to extend over a period of three years. The plan outlined both general areas of work and specific activities or products to be accomplished. It was intended that greater specificity and more discrete goals and objectives would evolve as the project progressed. The first year was seen as a means of establishing baseline data and refinement of evaluation techniques.

Due to lack of continued funding, alterations in the evaluation plan were necessary. Much of the original intent will need to be changed since continued work in career education is to be carried out, but within the confines of limited local resources. Perhaps the most telling evaluative observation is that the Cashmere and Peshastin-Dryden School Districts are continuing their development of a comprehensive career education curriculum even though special federal funds have been withdrawn.

Baseline data and refined evaluation techniques have been accomplished during this first year. Whether full advantage of these accomplishments will be achieved is yet to be determined. Unlike curruculum development which has immediate and recognizable benefit to the local school system, research with the potential of contributing to advanced general knowledge is less easily justified within the local school budget.

DOCUMENTATION

The primary evaluative activity completed during this first year of project work was documentation of accomplishments as compared to intentions. At the beginning of evaluative work, the proposal and related documents were studied and those intentions which had been mutually agreed upon by funding agent and project staff were detailed. For each intention, grouped within relevant work areas, the following data were maintained: 1) statement of intended accomplishments, 2) time schedule giving estimated start and completion dates, 3) evidence of accomplishment (EOA), 4) responsibility, and 5) comments when appropriate.

The preceeding pages provided the narrative summary of project documentation. The project houses the backup materials which document these accomplishments.

OBSERVATIONS

The effectiveness of a special project is perceived in different ways by different people. In an attempt to solicit opinions from a diversity of sources, the third-party evaluators interviewed teachers involved in 1975-76 project activities, project staff, and students and administrators were asked to submit written statements. The following comments are selected from these various sources and reflect the opinions of persons who have been involved in the project during the past year.

Students

Of prime importance is the effect project activities had on students. The following "case in point" illustrates a dramatic result which has real significance. Following the "case in point" are three statements submitted by students involved

with the design, development, production and distribution of a literary magazine as a career education project, and two statements from students involved in a class oriented to courtroom procedures.

A Case In Point -- These notes concern the effect of a career education activity on one boy in particular and a small group within a middle school in general.

In the eighth grade, the students have designed, built, and now operate a student run "profit-sharing" store. When the time came to apply for jobs, one boy who is probably the least well adjusted student in the class, and in many ways the school, (a major learning disability including emotional problems and stuttering) was most excited about becoming store manager. He maintained, "My father is a manager, and he will teach me all about it..." Needless to say, we weren't too excited about starting our new business with this particular boy in the lead.

The director of personnel, knowing that we didn't want him in this spot, hired him as stockroom attendant (a job of even greater responsibility). To make a long story short, he was so successful as stockroom attendant that at the next hiring period, he applied for and was given the position of store manager.

As manager, he has really taken over. He is doing much more than is expected for the job -- he watches all aspects of the business, holds store personnel meetings, and on two occasions, has fired employees who were not doing their jobs as well as he expected them to.

A Case in Point (Continued)

I have talked to three of the boy's other teachers. The remarks are all the same -- much improved classroom behavior, better general attitude, trying to do a better job with studies (however, the learning disability remains a significant problem), citizenship is especially changed in a positive direction, and he seldom stutters any more. As one teacher remarked, "If he can continue to have these kinds of experiences, his schooling will really come to mean something to him."

Another major aspect of our experiences with this particular project is the observation that the students running the business and making it "work" are those generally classified as the "misfits" -- the nobodies, the poor students, the outsiders. They are the ones that are applying for and getting the jobs. They now (finally) have found a niche of their own and have taken the responsibility most seriously. As one teacher said, "we finally have a program which reaches a group of children often overlooked in the usual classroom program."

I feel that this particular aspect of the career education project has made the entire effort worth its while and quite unique.

-- Adele Fuhrer
Teacher, Peshastin-Dryden
3/15/76

Student Statements from Literary Magazine Class

Student #1 -- "When I became involved with working on the magazine, I had no idea of all the things I would be involved in and the benefits I would receive from these activities.

Student Statements from Literary Magazine Class -- Student #1 Continued

When we started out, ten people from Cashmere High School had the idea to put together a literary magazine involving ten area schools. The idea was to do something together on a non-competitive level. Since I joined in after the schools were contacted, my experiences will deal with going to the schools and stirring up interest, screening poems from our own school, and putting together the magazine.

I visited Wenatchee, Entiat, and Quincy High Schools. At first, I was apprehensive about going because I've never done anything like this before. When we got to the schools, I was really surprised at the interest shown. It was not only the teachers who were interested. I expected that, but it was the students showing enthusiasm that surprised me. It was the same story at every school we visited. I got a lot out of these visits! I learned more about public relations. This will be of benefit to me in the future because I am going into psychology.

After all the schools were visited, we started screening poems. The poems were coming from the two Creative Writing classes being taught at this time. Mrs. Loudon, our advisor, let us decide on what poems should go in. Of course, we listened to her suggestions. After we had chosen the poems that would go in our part of the magazine, Mrs. Loudon called a meeting to choose a title for the magazine and to see how things were going with the other schools. We had many title suggestions. But, the one we decided on was "Clockwork Circles Timepiece, Tomorrows". This was chosen because it is different and an eye-catcher. John Chong, an exchange student from Hong Kong, illustrated our cover.

Student Statements from Literary Magazine Class -- Student #1 Continued

After the cover and title were decided upon, all the schools worked individually getting their sections ready. Our next meeting was to put the book together. We worked on this two days and then we, at Cashmere, worked an additional week wrapping it up. I benefited in learning how a magazine is put together.

We all waited in anticipation for three weeks. When our books came, we all became more enthused than before. The books were fantastic. Of course, there were mistakes, but the book was a success. We didn't realize how much of a success until they began to sell like crazy! I sold six in the first three days. We haven't sold all our books yet, but our administrators are enthused enough to finance it next year.

I don't think I will realize exactly how important this experience was to me until I start to use the things I've learned."

Student #2 -- "During this last trimester, I have worked mainly on the creative writing magazine. Most of my time was spent conversing with students from other schools and organizing material to be put on the dummy sheets. I proofread all the material that went into the magazine, retyped a considerable amount of the material, set up times for two pictures for the Wenatchee Daily World, attended meetings with the career education people and school board, obtained estimates from three companies, wrote poems to be put in (but they were lost), and I've spent ten dollars on gas plus wear and tear on my car which I am supposed to get refunded.

Student Statements from Literary Magazine Class -- Student #2 Continued

After doing all this, I feel that there is a place for everyone's talents to be seen by more than just local people. By writing and working with the magazine, it could possibly lead into a career if a person wanted to go into some aspect of writing. From having the experience many of us have had now, we could possibly work with an editor or in type setting or even make-up on the preparation of dummy sheets. All in all, I have really enjoyed meeting people that have talents which may have otherwise never been noticed by anyone including themselves."

Student #3 -- "When I volunteered to help organize and work on our literary magazine, I didn't think so much would be involved. The first thing we (myself and seven others) had to do was make a list of all the schools that might want to be involved and send out letters asking when we could come and talk to their different writing classes.

After receiving permission from our principal, we started our visitations. Cashmere students then teamed up and visited nine other schools explaining our intentions and asking for their involvement. We received favorable reactions and started work -- full steam ahead.

As a starting point, we had Cashmere students start handing in poetic work for consideration. As an executive board, we screened all the poems and stories and started working on the format of the magazine. During the following fourteen weeks, we wrote letters to the schools, received letters, and did lots of work on the magazine.

Student Statements from Literary Magazine Class -- Student #3 Continued

Things really started to shape up when we got most of the schools together for combined worknights. We looked over the art work and poems, and started putting everything together on dummy copies. After the worknights were completed, the Cashmere students finished work on the magazines and sent it in to Fosten's in Spokane for publication of our one-hundred page masterpiece.

We finally received our finished copies and started selling them around town for $2.10 a copy. The people around town seemed like they were very interested in what Cashmere students are getting involved in and the success that the kids received for their efforts.

From this experience, I learned a lot about the magazine and printing business. We learned what salesmen put up with, and we got involved in different schools' programs and acting together like friends instead of like enemies competing against each other in sports.

I personally learned about the responsibility involved in something of this size and importance. People depend on you if you are involved and know what you are doing.

It's a good experience that all kids should get involved in for it teaches kids responsibility and how to put things together professionally so that they will sell very well."

Observations -- Continued

Evaluation of a Career Education Project -- #1

"My overall opinion of Courtroom Procedures in the Classroom is that it is very worthwhile, educational, and interesting. I think it is a very good way to learn the sometimes complicated ways of court procedures.

While in class, I noticed that by giving everyone each their own job, it brought out the shy people and gave the ones that usually had a lack of interest a chance to do something that they wanted to do.

I was surprised to see as many people in my class participate sincerely as they did. I felt it was worthwhile, though I would have like to get more involved in the processes of law. However, I realize that many of the class weren't ready for that.

The main drawback that I could see was that the group involved had to be mature and serious enough to handle the procedures; otherwise it turned into nothing but a big joke.

In the long run, I think that everyone in the class learned at least something, which, I believe, is more than would have happened had we studied it solely out of books."

Evaluation of a Career Education Project -- #2

"The court system that we adopted the last trimester was worthwhile, interesting, and fun. It enlightened me in how our courts work. It did help when I attended Boys' State, and it will make it easier if I ever go to court.

Evaluation of a Career Education Project -- #2 Continued

The problems were many of the students. There was a problem of lying, cheating, and not always taking it seriously. They could go through it a little more detailed so there isn't so many small questions. There should be a definite grading system, and everyone should participate.

It was good in spite of the problems, and it should be continued."

Administrators

Administrators serve as stimulators, supporters or detractors of new classroom innovations. Included on following pages are statements from the Cashmere School Superintendent and a school principal. Their comments and observations are of particular interest to others, especially other administrators considering the potential of installing career education in their schools.

Administrators -- Statement from Superintendent of Cashmere School District

Evaluation of the Career Education Project

The Career Education Project has had a very positive influence on both our community and our schools. It seems to me that all of the tasks have been accomplished that were set forth as goals when the project began. Specifically, I could make the following comments:

1. We have had classroom teachers involvement in assessing the total curriculum needs in the district.
2. The career education concepts have been woven into the curriculum fabric K through 12.
3. It has allowed us to establish goals and as a result we will be able to objectively assess student progress in each specific area.
4. Teacher involvement has created a sense of awareness of student needs at all grade levels rather than just the building where the teachers are individually assigned.
5. It has brought the resources of our community into the classroom, providing an excitement for students and greater awareness of our school programs by parents.
6. The project has provided a sense of excitement for the classroom teachers that cannot help but affect their productivity in the classroom.

Richard D. Johnson, Superintendent
Cashmere School District #222

Administrators -- Continued (Statement from principal)

Evaluative Comments on the Career Education Project
June, 1976

"Negative"

1. Some of our teachers involved in the project felt extreme pressure-as though they had two separate jobs (classroom, CEP), demanding much commitment (deadlines to meet, classroom work, etc.). They could never "let go" of their classroom responsibility enough to allow them total devotion to the project. Their reactions to this problem created some unrest among the rest of the faculty.
2. The system of scheduling release days throughout the year created problems in that some of the participants felt that they wasted much time "re-orienting" themselves to the material at hand each time they returned to the project tasks.
3. Some of the participants felt a need for more guidance early in the project. They could never really focus on their task and understand how it would blend into the overall plan. They weren't really sure "where they were going".
4. We had an unusual number of substitute teachers in the building throughout the year. Although I am aware of how this could create problems, I am not convinced that it ever did. We were fortunate to hire excellent substitutes and the negative effects were minimum.
5. Not everyone is qualified to do this type of work. Although some of our "best" people were involved this year, it became apparent early that success in the classroom does not always guarantee the same results at the project level. This is a problem that we must deal with even more during the remainder of the project: involve everyone and yet maintain the level of quality which we endorse and share proudly.

Administrators - Statement from Principal Continued

"Positive"

1. The direct benefits of the project have been apparent for several years. Career education has given us an exciting and meaningful philosophy upon which we can base our entire curriculum. It gives us a framwork for creating order.
2. The participants admit that as a result of their involvement in the project, they have personally become more goal-oriented; they also understand better the need for objectives and evaluative criteria. (This may be simply stated, but it represents a tremendous hurdle.)
3. Our teachers are now familiar with the total K-12 curriculum content and are able to see where they fit into the plan.
4. Perhaps the most obvious benefit is that, through the project, we are preparing an accountability handbook for our K-12 curriculum.

Conrad Lautensleger, Principal
Vale Elementary School
Cashmsere, Washington

Teachers

The third-party evaluators also interviewed teachers who had been most involved in the past year's activities. The sample of teachers was selected to represent those which were judged by project staff as having positive or neutral attitudes and effectiveness in their attempts to infuse career education in their total curriculum. (The subject areas included this past year were Language Arts and Social Studies).

An informal content analysis of teacher responses to evaluator interviews was made with comments of the positive teachers compared to those of the neutral (or negative) teachers. In essence, there was little difference in response between positive and neutral teachers as to their perceptions of the value or effectiveness of project activities in particular or career education in general. For the most part, teachers were pleased with project progress and the role of career education in their curriculum. Comments such as the following represent the feeling of the teachers interviewed:

Positive Teachers --

Positive teachers indicated that they had infused career education in most of their classes.

"Teachers have to have fun in instructional activities as well, and the activity approach works well for both."

"Gave us the opportunity to get organized."

"Many teachers still not using activity-oriented instruction."

Teachers (Continued)

"Without released time, we couldn't have reached as many teachers."

"Too busy, only hit high spots, not as well done, hope we will not take on two areas at once again."

"Career education can be used by everyone, but some will never use it because it takes extra time."

"Staff cooperation is necessary both vertically and horizontally."

"I am an advocate, I believe in career ecucation very strongly -- greatest thing so far this century with the real world brought to the students."

(Several students were singled out as having been helped by career education instruction such as illustrated in "Case in Point".)

Neutral Teachers --

"Used career education somewhat with a few classes. "

"Can't remember using career education in an instructional activity -- I'm not that interested -- being able to read and write are so basic -- I give them the basics."

"Infusion is working -- I'm working career education into every class."

"Many teachers see it as busy work."

"Did not like being out of the classroom so much."

"Couldn't really afford being away from kids."

Teachers (Continued)

"Hard to get out of class -- couldn't take eighteen days away from class -- the substitutes can't do it."

"Articulation remains a problem."

"This year has been primarily trial and error, next year we'll really get going."

"Fantastic! Students are more involved! Exciting!"

"Kids are still working on career education project even though class is over."

"Everybody needs it (career education)."

"All students reacted favorably."

With the exception of two teachers who were not supportive of the intents of career education (in the judgement of project evaluators), there is no real difference between positive and neutral teachers in their perceptions of project activities. There were also four teachers who are recognized as exceptional teachers and who were involved in this past year's project. All four of these individuals were strong supporters of career education and the activity approach to instruction. There seems to be more value in the support given by exceptionally good teachers than the complaints of ineffective or mediocre teachers.

It is especially interesting to note that there was support and criticism of the use of released time. Some felt they and their students could ill-afford

Teachers (Continued)

devoting time to curriculum development rather than instruction. On the other hand, there is reason to believe that much of what was accomplished would not have been without such released time. Again, it is safe to conclude that some used the time effectively and students benefitted as a result while others were less successful.

STUDENT ATTITUDE SURVEY

An instrument was utilized to assess school characteristics as perceived by students. The student attitude survey consists of twenty agree-disagree items which had previously been assigned scale values using the Q-sort technique (Hendrickson, Grant H., "The Development of an Instrument to Measure Student Morale as Defined by Third Force Psychology", Unpublished Doctoral Dissertation, University of Washington, 1970). The weighting of items ranges from 1.4 to 8.6.

The instrument was administered to a total of 673 students in grades six through twelve. The mean score by grouping and the percentage agreeing to each item is shown on the following page. (Note: The mean is computed by averaging the scale value of all items with which the subject agreed.)

Those items having the highest degree of agreement were:

5. The student in this school learns because he feels it is important for himself -- because he wants to learn. (74% agreement).

14. The adults in this school really seem human (67.0%).

16. Adults in this school are really pretty honest in their dealings with kids. (65.2%)

2. Teachers around here seem willing to give up their own free time to help students. (60.2%)

Student Attitude Survey (Continued)

7. There is a wide variety of clubs and activities available in this school. (58.7%)

8. Adults in this school seem to forget the problems they had in high school. (57.1%)

15. There are far too many rules and regulations in this school. (54.7%)

9. Troublemakers in this school are treated fairly. (53.8%)

4. Very few people in this school really care what happens to the problem students. (52.9%)

12. Teachers and administrators in this school are afraid to let kids deal openly with controversial, important issues. (50.1%)

Those statements with the least degree of agreement were:

17. It wouldn't matter to me whether I went to this school or some other one. (23.6%)

19. Teachers in this school are just about the same as they are in other schools I've attended. (28.7%)

11. I'm just one of a big crowd here. Nobody really deals with me as an individual. (31.1%)

13. The student newspaper adequately represents student views. (38.5%)

1. Adults in this school are more interested in controlling kids than they are in helping them to become successful human beings. (38.8%)

Group comparisons indicate that boys are more critical of the school characteristics than girls (5.28 versus 5.51). The students of Peshastin-Dryden seemed more critical than those of Cashmere (5.29 versus 5.39), however, it must be kept in mind that the students were not of similar backgrounds between the two schools. The students of Cashmere consisted of all sixth through twelfth grades whereas Peshastin-Dryden students were mostly tenth and twelfth graders.

Student Attitude Survey (Continued)

Several other tentative observations could be made, however, the purpose of this instrument was to establish a baseline and to serve as a point of discussion for faculty and students. These data are descriptive only and inferences would be inappropriate without greater refinement and more detailed analysis.

STUDENT ATTITUDE SURVEY

Name_____ Grade_____

School_____ SEX: M_____ F_____ AGE_____

Listed below are a number of statements made by students describing their feelings about the school they attend. Please read each statement and decide whether or not you think it describes your school. If you think the statement does describe your school, please circle the letter "A" for "agree". If you do not think it describes your school, please circle "D" for "disagree".

A D 1. Adults in this school are more interested in controlling kids than they are in helping them to become successful human beings.

A D 2. Teachers around here seem willing to give up their own free time to help students.

A D 3. Education in this school is boring.

A D 4. Very few people in this school really care what happens to the problem students.

A D 5. The student in this school learns because he feels it is important for himself -- because he wants to learn.

A D 6. Teachers in this school seem to get upset so easily. Any little thing sets them off.

A D 7. There are a wide variety of clubs and activities available in this school.

A D 8. Adults in this school seem to forget the problems they had in high school.

A D 9. Troublemakers in this school are treated fairly.

A D 10. Teachers in this school understand what it is like to be a student.

A D 11. I'm just one of a big crowd here. Noboby really deals with me as an individual.

A D 12. Teachers and administrators in this school are afraid to let kids deal openly with controversial, important issues.

A D 13. The student newspaper adequately represents student views.

A D 14. The adults in this school really seem human.

A D 15. There are far too many rules and regulations in this school.

Student Attitude Survey (Continued)

A D 16. Adults in this school are really pretty honest in their dealings with kids.

A D 17. It wouldn't matter to me whether I went to this school or some other one.

A D 18. People in this school are concerned about helping each other.

A D 19. Teachers in this school are just about the same as they are in other schools I've attended.

A D 20. Students in this school have a lot to say about how the school is run.

G. Hendrickson, BSSR, 1970.

SURVEY OF STUDENT ASPIRATIONS AND EXPECTATIONS

Selected classes at both Cashmere and Peshastin-Dryden Schools were given a modified questionnaire originally developed by Kuvlesky. The instrument solicits a variety of information related to the general subjects of occupational and educational aspirations and expectations. These data were tabulated and selected parts are presented here as illustrative baseline data.

Less than seven percent of the students surveyed felt they were handicapped in any significant way. There appears to be no major differences between schools or between sexes even though females and students of Cashmere did respond more often as having handicaps. Physical handicaps do not appear to be a major factor within the presently enrolled student body.

Also shown below is a tabulation of responses regarding the type of instructional programs in which students were enrolled. The majority by far considered themselves enrolled in a "general" program as opposed to a vocational or an academic or college preparatory program. It is important to keep in mind that distinctions between these types of "tracks" apparently are not too obvious within the schools. Often students would ask what this question meant -- this was especially true of the eighth graders.

Participants Profile Table

	PD	C	M	F	ALL	N
HANDICAPPED						
% Yes	3.2	8.2	5.9	8.6	6.9	
% No	96.8	88.6	93.6	87.1	91.1	

	PD	C	M	F	ALL	N
PROGRAM						
% General	83.7	62.4	73.0	61.2	68.4	
% ACC-COL	10.9	15.0	12.4	17.2	14.3	
% Vocational	5.4	15.0	11.8	12.1	11.9	
% Other	0	0.9	0.6	0.9	0.7	

Survey of Aspirations and Expectations -- Continued

From these data, it seems that the students surveyed are similar to those in rural areas elsewhere. There appears to be no heavy emphasis on the differences between preparing for college and preparing for work, at least not so far as the curriculum divisions are concerned. These data do raise questions, however, as to the desirability of such a large proportion of students not having clear ideas as to whether they are preparing for college or for entry more directly into the work world. This is not to say that decisions of this nature need to be made this early, but rather to raise the question of acquaintance with the differences on the part of students. Should students be more aware of the ultimate effects present instructional programs may play in their future?

The number of people living at home averaged 5.0 overall with slightly larger family size in Cashmere (5.2 people) than in Peshastin-Dryden (4.8 persons).

The number of hours students claim they spent on homework each week varied from a low of 5.5 hours for Peshastin-Dryden students to a high of 8.9 at Cashmere. As expected, the boys claimed less time on homework (6.5 hours) than did girls (10.0 hours per week). The overall average was 8.0 hours.

Marriage aspirations and expectations varied as expected with boys aspiring and expecting to get married later than girls. Shown on the next page are the mean ages of marriage aspirations and expectations for sex and schools.

Survey of Aspirations and Expectations -- Continued

MARRIAGE ASPIRATIONS/EXPECTATIONS OF PARTICIPANTS

Group	Mean Age at Which to Marry	
	Aspiration	Expectation
Total Group	22.5	21.7
Males	23.5	22.8
Females	21.6	20.5
Peshastin-Dryden	22.3	23.3
Cashmere	22.6	21.2

Income aspirations and expectations appear in the table below. As anticipated, expectations were lower than aspirations. Also to be expected were lower aspirations and expectations for the girls than the boys. There is some question as to the realism of these anticipated incomes.

INCOME ASPIRATIONS/EXPECTATIONS OF PARTICIPANTS

Group	Mean Anticipate Income	
	Aspiration	Expectation
Total Group	$23,835	$19,766
Males	25,899	22,078
Females	21,021	16,719
Peshastin-Dryden	21,203	20,241
Cashmere	24,752	19,590

Student responses indicated the usual diversity regarding educational aspirations and expectations. About four percent of the subjects felt that they would not complete high school. More males than females felt that this would be the case.

Survey of Aspirations and Expectations -- Continued

Another eight to twelve percent aspired to and expected to complete high school and not attend school again. Once more the ratio was slightly higher for boys than for girls. In total twelve percent of the subjects felt that they had no aspirations for education beyond high school. However, 16.2 percent stated expectations of no further education beyond high school.

The largest group of respondents indicated that they aspired to obtain job training at community college or other post-secondary training programs. A total of 52.4% aspired to such job training or post-secondary education. Expectations varied from aspirations with the biggest gap occurring with females and their aspirations for job training (48.9%) exeeeding their expectations (29.8%).

About thirty-five percent (35%) of the subjects aspired to graduation from a college or university or to complete some graduate school. Again, expectations were lower than aspirations with the one exception of females who expected to complete four years of college at a higher rate than their aspirations.

For the most part, the two schools seemed to have comparable responses to these questions regarding educational aspirations and expectations.

Survey of Aspirations and Expectations -- Continued

EDUCATIONAL ASPIRATIONS AND EXPECTATIONS OF PARTICIPANTS

		ALL	M	F	PD	C
QUIT H.S. & GO NO MORE	ASP	0.6	0.5	0.7	1.1	0.4
	EXP	0.7	0.6	1.0	1.0	0.5
QUIT H.S. TRAIN FOR JOB	ASP	3.0	3.6	2.2	1.1	4.0
	EXP	3.5	4.4	1.9	1.0	4.5
GRADUATE - GO NO MORE	ASP	8.4	10.4	5.8	10.5	7.2
	EXP	12.0	12.2	11.5	14.6	10.0
GRADUATE - TRAIN FOR JOB	ASP	42.5	37.8	48.9	38.9	44.8
	EXP	31.7	32.8	29.8	33.3	32.5
GRADUATE COM. COLLEGE	ASP	9.9	11.9	7.2	9.5	9.6
	EXP	15.5	17.2	12.5	15.6	15.0
GRADUATE COL/UNIV.	ASP	25.0	25.4	24.5	29.5	22.8
	EXP	28.9	23.9	37.5	30.2	28.5
GRADUATE STUDY	ASP	10.5	10.4	10.8	9.5	11.2
	EXP	7.7	8.9	5.8	4.2	9.0
	ASP	332	193	139	95	250
	EXP	284	180	104	96	200

It appears that interesting comparisons could be made between the responses given to present curriculum programs in which students are enrolled and their educational aspirations and expectations. Also of interest would be comparisons of parents aspirations and expectations for their students and those expressed by the students.

Survey of Aspirations and Expectations -- Continued

Occupational aspirations and expectations were obtained both in written form and by means of a classification system. Students were asked to write the type of job they aspired to or expected to obtain. After writing this job in exact terms, they then were requested to identify the type of work which best described the job. (The categories of types of work appear in the accompanying table). This same procedure was followed in obtaining the type of work done by the main breadwinner of the student's family.

The most frequent types of work done by main breadwinners were farm or ranch owner or manager (17.5%), skilled trade, craft, or similar work (19.5%), machine operator (14.9%), and professional or technical work (11.0%). The least common types of work were entertainer or professional sports (0.6%), military (0.3% enlisted and 0.6% officer), saleswork (1.6%), and clerical work (1.9%).

Cashmere and Peshastin-Dryden School Districts are primarily rural and agricultural areas and therefore these results seem appropriate. The schools are major sources of employment, and teachers may well account for much of the professional category.

Survey of Aspirations and Expectations -- Continued

TYPE OF WORK DONE BY BREADWINNER

PERCENTAGE OF RESPONSES

TYPE OF WORK	All	M	F	PD	C	N
Farm Owner/Mgr.	17.5	19.2	15.3	28.2	13.6	54
Farm Laborer	5.2	6.2	3.8	7.1	4.7	16
Labor	3.9	2.3	6.1	3.5	3.8	12
Skilled Craftsman	19.5	23.7	13.7	11.8	21.6	60
Machine Operator	14.9	15.3	14.5	18.8	14.0	1
Owner/Mgr/Official	7.5	6.8	8.4	3.5	9.3	23
Salesperson	1.6	1.7	1.5	1.2	1.7	5
Clerical Worker	1.9	2.3	1.5	2.4	1.7	6
Military-Enlisted	0.3	0.6	0	0	0.4	1
Military-Officer	0.6	1.1	0	1.2	0.4	2
Prof/Tech. Worker	11.0	9.6	13.0	12.9	10.6	34
Entertainer	0.6	1.1	0	0	0.8	2
Don't Know	6.8	7.9	5.3	9.4	5.4	21

Aspirations and expectations of students were quite similar and to an extent mirrored the distribution of work by main breadwinners. Skilled craftsman type work and professional/technical work were the most popular. Entertainers and farm or ranch owner or manager were similar in having higher percentages aspire to than expect to obtain such work.

Survey of Aspirations and Expectations -- Continued

Sales, military and farm labor were least aspired to with expectations remaining similar except for sales which saw an increase. Expectations were higher than aspirations for: skill craftsman; machine operators; owner, manager, or official of company; sales; clerical work and professional type work.

WORK EXPECTATIONS OF PARTICIPANTS

Type of Work	Percentage of Responses					
	All	M	F	PD	C	N
Farm Owner/Mgr.	8.4	12.9	1.0	11.1	7.7	23
Farm Laborer	0.4	0.6	0	1.1	0	1
Laborer	2.2	0.6	4.9	1.1	2.6	6
Skilled Crftmn.	20.1	24.1	13.6	13.3	23.7	55
Owner/Mgr./Offcl.	5.1	7.6	1.0	4.4	5.7	14
Salesperson	2.6	0	6.8	5.6	1.5	7
Clerical Worker	8.1	0	21.4	8.9	7.7	22
Military-Enlisted	0.7	1.2	0	0	1.0	2
Military-Officer	3.3	4.7	1.0	6.7	2.6	9
Prof/Tech. Worker	19.8	14.7	28.2	17.8	19.6	54
Entertainer	5.5	7.6	1.9	6.7	4.6	15
Other	15.4	12.9	19.4	17.8	13.9	42

WORK ASPIRATIONS OF PARTICIPANTS

Type of Work	Percentage of Responses All	M	F	PD	C	N
Farm Owner/Mgr.	11.5	13.4	8.8	8.8	12.7	37
Farm Laborer	0.6	0.5	0.7	1.1	0.4	2
Laborer	2.2	42.9	2.9	0.0	2.9	7
Skilled Crftmn.	19.8	23.1	15.3	17.6	20.4	64
Machine Operator	7.4	12.4	0.7	8.8	6.9	24
Owner/Mgr./Offcl.	4.3	5.9	2.2	4.4	4.5	14
Salesperson	0.3	0.0	0.7	2.2	0.0	1
Clerical Worker	6.8	0.5	15.3	9.9	5.3	22
Military-Enlisted	0.9	1.5	0.0	1.1	0.8	3
Military-Officer	2.8	3.8	1.5	7.7	2.0	9
Prof./Tech. Worker	18.3	14.5	23.4	15.4	18.4	59
Entertainer	8.0	11.8	2.9	13.2	5.7	26
Other	11.1	8.1	15.3	9.9	11.8	36

These data are of interest as baseline data but more importantly, they have great potential in helping students clarify their aspirations and expectations, both educationally and occupationally, especially as they relate to current behaviors and school work. Too often students do not understand the interactions which occur between present school work, future education, and occupation decisions and their total life style. Use of data such as these, both collectively and

personally, could be of great assistance to students in establishing short and long-range goals.

Students were asked to indicate why they aspired to the jobs indicated. The most frequent responses were that it offered good pay (192 responses); that it was exciting work (185 responses); that it matched their abilities (164); and that it offered an opportunity to "help other people" (141 responses). (Subjects were allowed to check any of the reasons and were not limited to one response only.) The least often checked responses were that parents wanted them to go into that type work (52 responses) and that other people would look up to them (67).

Good pay and exciting work seemed more important to boys than to girls. On the other hand, girls indicated parents desire and opportunity to help others somewhat more than did the boys. (The reader should be aware that there were more males in the study population than there were females and therefore, direct comparison of frequencies is inappropriate.)

Survey of Aspirations and Expectations -- Continued

PARTICIPANTS' REASONS FOR DESIRING JOB

Number of Responses

	All	M	F	PD	C
Important Job	98	52	46	27	75
Good Pay	192	119	73	45	155
Others Will Look Up	67	37	30	10	60
Matches Abilities	164	95	69	41	128
Be Own Boss	105	70	35	15	94
Know Lot About It	143	88	54	30	118
Offers Security	78	31	47	12	68
Parents Want It	52	10	33	3	51
Exciting Work	105	113	72	48	145
Help Other People	141	64	77	34	112
Other Reasons	96	40	56	18	80

Survey of Aspirations and Expectations -- Continued

Priorities were solicited as far as things people look forward to. Of the seven items, the least valued was "to get married and raise a family" for the boys and "having the kind of house, car, furniture, and other things like this I want" for the girls. Of most importance on the scale of one to seven was "getting the job I want most" for both the girls and boys. The table below presents the most important and a value of seven (7) representing the least importance.

PRIORITY RANK VALUE OF SELECTED ITEMS BY SEX

Item	Rank Value Male	Female
Having lots of free time to do what I want.	4.5	4.0
To develop my mind and get all the education I want.	3.8	3.4
To earn as much money as I can.	3.9	4.5
Getting the job I want most.	2.1	2.4
Living in the kind of place I like best.	4.0	3.7
Having the kind of house, car, furniture, and other things like this I want.	4.4	4.9
To get married and raise a family.	5.0	4.7

Survey of Aspirations and Expectations -- Continued

The following table presents the precentage of responses by sex in each of the seven priority categories. It seems clear that greatest agreement occurred for items 12d (getting job I want most), 12g (to get married and raise a family), and 12b (to develop my mind and get all the education I want). Greatest dispersion of responses occurred with items 12c (to earn as much money as I can), and 12e (living in the kind of place I like best).

PERCENTAGE OF RESPONSES BY LEVEL OF PRIORITY TO SELECTED DESIRES

	Desired Aspects		Importance (most) 1	2	3	4	5	6	7 (least)
12a.	Having lots of free time to do what I want.	M	10.1%	10.1%	13.2%	12.7%	15.3%	19.0%	19.6%
		F	25.4	9.0	8.2	9.0	11.2	17.2	20.1
		A	16.4	9.6	11.1	11.1	13.6	18.3	19.8
12b.	To develop my mind and get all the education I want.	M	24.5	8.5	13.8	12.8	11.2	12.2	16.5
		F	32.8	17.2	11.7	9.4	10.9	8.6	6.3
		A	27.8	12.0	13.0	11.4	11.1	10.8	12.3
12c.	To earn as much money as I can.	M	8.0	23.6	11.5	16.7	14.4	14.4	11.5
		F	4.6	12.0	18.5	13.0	20.4	11.1	20.4
		A	6.7	19.1	14.2	15.2	16.7	13.1	14.9
12d.	Getting the job I want most.	M	42.0	31.6	12.6	5.7	4.0	1.7	1.7
		F	29.0	35.5	15.9	7.5	8.4	2.8	0.9
		A	37.0	33.1	13.9	6.4	5.7	2.1	1.4
12e.	Living in the kind of place I like best.	M	6.3	12.0	22.3	14.9	24.0	16.6	3.4
		F	6.9	15.7	25.5	18.6	20.6	11.8	1.0
		A	6.5	13.4	23.5	16.2	22.7	14.8	2.5
12f.	Having the kind of house, car, furniture, and other things like this I want.	M	6.3	7.5	13.8	24.1	17.8	19.0	11.5
		F	1.0	4.1	10.2	21.4	22.4	30.6	10.2
		A	4.4	6.3	12.5	23.2	19.5	23.2	11.0
12g.	To get married and raise a family.	M	5.8	8.7	11.0	11.0	12.8	15.7	34.9
		F	9.0	10.0	9.0	22.0	9.0	10.0	31.0
		A	7.0	9.2	10.3	15.1	11.4	13.6	33.5

Survey of Aspirations and Expectations -- Continued

General work preferences were also obtained. Subjects were asked to indicate whether they preferred working with things, people, or ideas; whether they wanted to work inside or outside; and if they preferred working with a small company, large company, themself, or the government. The percentage of responses by sex and by school appear in the following table.

The majority of boys preferred working with things, outside and either for themselves or for a large company. Girls indicated preferences for working with people, inside and either for a small or large company. Neither working with ideas nor for the government was selected by many of the subjects.

PARTICIPANTS' WORK PREFERENCES

Preference	Percentage Responding				
	All	M	F	PD	C
Things	49.7	60.9	34.6	46.1	50.9
People	42.0	29.6	58.6	48.3	40.2
Ideas	7.4	8.9	5.3	5.6	8.9
N	312	79	133	89	234
Inside	58.1	30.6	63.8	33.7	48.9
Outside	41.9	69.4	34.6	66.3	50.2
N	310	180	130	86	237
Small Company	24.9	18.6	33.8	26.4	23.9
Large Company	24.3	21.9	27.7	32.2	22.3
Yourself	28.2	33.3	15.4	27.6	29.0
Government	16.3	18.6	13.1	13.8	17.2
N	313	183	130	87	238

Survey of Aspirations and Expectations -- Continued

The relative importance of four job factors appears in the table below. The great majority indicated steady employment as very important. A job which "gives you a chance to become an important person" was of least importance. The "chance to make money" and "to help other people" were of relatively equal importance between the other two factors.

IMPORTANCE OF SELECTED JOB FACTORS

PERCENTAGE OF RESPONSES

	Very Important	Important	Not Very Important	Not at All Important	N
Make Money	30.4	54.9	11.3	3.3	335
Help Others	36.8	41.1	17.1	3.9	304
Be Important	14.3	23.5	42.3	19.9	307
Steady Employment	61.3	26.1	5.7	4.4	318

There are several factors which might hinder a person in obtaining the job most desired. Sex and racial discrimination have been, and to some extent, continue to be of hinderance to some. The students were asked how much of an effort thirteen different things would have in "keeping (them) from getting the kind of job (they) desire". Below are listed the items and the percentage of subjects responding by degree of effect for males and females.

Survey of Aspirations and Expectations -- Continued

FACTORS PERCEIVED AS HINDERING PARTICIPANTS FROM OBTAINING DESIRED WORK

	Not at all		Some		Much		Very Much	
	Male	Female	Male	Female	Male	Female	Male	Female
My religion	92.6%	92.9%	5.9%	5.4%	1.1%	1.8%	0.5%	0.0%
Can't afford to go to technical school or college	46.3	46.8	45.7	37.6	5.1	10.1	2.9	5.5
The schools I have gone to	71.7	81.7	20.6	13.0	5.6	3.5	2.2	1.7
Lack of parents' interest	83.4	87.9	10.9	9.3	3.4	0.9	2.3	1.9
Ability to borrow money	68.2	74.1	24.0	25.0	6.1	0.0	1.1	0.0
My race	97.1	95.3	1.1	4.7	0.6	0.0	1.1	0.0
Don't want to move	69.7	65.1	19.4	21.7	6.3	8.5	4.6	4.7
Good jobs are getting too scarce in the USA	37.8	49.6	38.9	37.0	16.8	9.2	6.5	4.2
Lack of good job opportunities in or near my community	44.2	44.2	36.5	35.0	15.5	11.7	3.9	9.2
No technical school or college nearby	73.9	82.9	20.5	14.4	3.4	0.9	2.3	1.8
Don't know enough about the opportunities that exist	47.3	41.3	40.2	44.9	3.8	9.7	2.7	4.3
Have to help support my family	69.2	80.5	22.0	10.9	4.4	3.1	2.7	1.6
Not smart enough	65.4	53.2	21.8	27.3	5.9	2.2	2.7	4.3

Survey of Aspirations and Expectations -- Continued

Religion, race, and lack of parents' interest were most often indicated as having no effect at all on getting a desired job. "Can't afford to go to technical school or college," and "not knowing enough about the opportunities that exist" were seen as being of greater effect. However, even these were not seen as being of much or very much effect by eight out of ten respondents. A fifth of the girls (20.9%) indicated that "lack of good job opportunities in or near my community" would be of much or very much effect, whereas 23.3% of the boys checked "good gobs are getting too scarce in the U.S.A."

Some people consider the place in which they may live the rest of their lives to be an important factor in selecting a type of work. Though the shift from rural to urban living which took place during the twentieth century resulted from job availability, there appears now to be a shift back to rural living with job selection being of secondary importance. Students were asked to indicate their aspirations and expectations regarding preferred places to live.

Urban living was not the preference of this group of students. Less than twenty percent aspired to live in a city though about thirty percent felt they would end up there. Just over half (51.6%) of the subjects hoped they would live near a city with another 29.4% aspiring to live "not near a city". Expectations indicated slightly lower percentages for these two categories.

It is interesting to note that 19.8% aspired to live on a farm while 15.2% expected too. Also of note is the relative responses of girls and boys regarding expectations. Girls more often expected to live in a city (35.7% as compared to 25.4%) whereas boys more often expected not to live near a city (30.8% compared to 17.4%). (43.8% for boys and 46.9% for girls).

MOST DESIRE TO LIVE -- EXPECTATIONS/ASPIRATIONS

Percentage of Responses

			All	M	F	PD	C	N
IN CITY	Very Large	ASP	4.8	4.3	5.7	5.7	4.6	12
		EXP	7.2	7.8	6.1	9.8	6.2	18
	Small	ASP	14.3	12.2	18.2	10.2	15.4	36
		EXP	22.3	17.6	29.6	11.0	27.5	56
NEAR CITY	In Town	ASP	15.1	15.9	13.9	14.8	15.4	38
		EXP	14.7	15.0	14.3	14.6	14.6	37
	Country Not Farm	ASP	26.2	22.6	33.0	25.0	27.4	66
		EXP	21.1	18.3	25.5	22.0	20.8	53
	Farm	ASP	10.3	10.4	10.2	6.8	12.8	26
		EXP	9.2	10.5	7.1	6.1	10.7	23
NOT NEAR CITY	Town	ASP	6.0	7.9	2.3	6.8	5.1	15
		EXP	6.8	9.2	3.1	8.5	5.6	17
	Country Not Farm	ASP	13.9	17.7	6.8	19.3	11.4	35
		EXP	12.7	15.7	8.2	17.1	10.7	32
	Farm	ASP	9.5	9.1	10.2	11.4	8.6	24
		EXP	6.0	5.9	6.1	11.0	3.9	15

Deciding what job one would most like to have is the result of a variety of inputs. Subjects were given the opportunity to indicate just how helpful each of eight factors were in their decision. (subjects were requested to indicate one level of helpfulness for each.)

Parents seemed to be of most help overall with 216 responses in the "some" and "much" category with only 26 in the "no help" category. On the other hand, counselors rated poorly with 220 subjects indicating that they provide no help or only little help. Only twenty (20) subjects felt the counselors were "very helpful".

Job experience received a diversity of responses with almost equal numbers in each of the four categories. Friends, teachers, relatives and movies were similar and generally distributed toward the lower (less helpful) end of the scale. Occupational handbooks displays a bi-modal distribution with about equal responses in the "no help" and "some help" cells.

It would be expected that changes in the relative helpfulness of teachers and counselor would occur as students progress into the high school years. For one thing, counselors most often concentrate their efforts at graduating seniors whereas teachers in the specialized high school subjects might well provide more specific job counseling in their areas of expertise. The following table provides some insight into this shift from grade eight to grade ten to grade twelve.

Parents seemed to maintain a constant position with from 6 to 12 responses indicating that they were of no help whereas from 78 to 91 felt they were of from little to much help. Friends, on the other hand, seemed to increase in degree of helpfulness with a greater ratio of helpfulness being observed from the eight to twelth grades. Counselors also seemed to become more helpful but certainly not to the same extent as did friends. Teachers seemed to be considered helpful at the eighth grade, but less so by the tenth and twelth grades. Relatives remained

constant as did parents, but were still not seen as helpful. Movies and television declined in perceived helpfulness from the eighth to tenth to twelth grades to an even greater degree than did teachers. Occupational handbooks and job experiences remained relatively constant in ratio of helpfulness to no help.

FREQUENCY AND RATIO OF NEGATIVE AND POSITIVE RESPONSES BY GRADE

Source of Help	Grade Eight		Grade Ten		Grade Twelve	
	Number	Ratio	Number	Ratio	Number	Ratio
Parents	6/78*	.08**	12/91	.13	7/86	.08
Friends	63/52	1.21	24/79	.30	14/75	.19
Counselor	50/46	1.08	49/53	.92	38/52	.73
Teacher	23/100	.23	37/66	.56	32/60	.53
Relatives	35/66	.53	38/66	.58	28/61	.46
Movies-Television	24/66	.36	34/69	.49	58/31	1.87
Occupational Handbooks	30/54	.56	28/75	.37	31/69	.45
Job Experience	30/90	.33	34/67	.51	27/66	.41
Other	14/24	.58	8/19	.42	6/16	.38

*No help -- "little" plus "some" plus "much" help responses

**Ratio computed by dividing number of response in "no help" category by number in remaining categories.

* * * * * *

Survey of Aspirations and Expectations -- Continued

One important aspect of decision making is knowledge about the topic of concern. Five items were used to gain some insight into how knowledgeable the students were regarding aspects related to job aspirations and expectations.

These multiple choice items allowed selection of one of five responses. The table on the next page provides data regarding the percentage responding to each of those five responses by sex and by school. The greatest percnetage of each grouping agreed that the medical doctor would probably make the most money. Even greater agreement occurred regarding which occupation requiring the most education with 63% to 67% responding that the mechanical engineer was the appropriate answer. Much less agreement is displayed in answer to the question of which industries were increasing the number of workers the fastest. Most popular responses were manufacturing, construction, and government. There was general agreement that farming and mining were not appropriate answers. The question regarding which occupation required the "least formal education" was apparently easiest of all with a total of 85% indicating waitress. There appeared to be some lack of knowledge regarding job opportunities with from 15.5% to 36.8% of the subjects selecting one of four types of jobs (factory machine operator, unskilled laborer, clerical and sales work, and professional and technical work.) For some reason, the draftsman job was not seen as a contender.

Survey of Aspirations and Expectations -- Continued

		All	M	F	PD	C
MAKES THE MOST MONEY	Elec. Eng.	27.3	22.9	33.3	21.3	29.2
	Auto Mech.	10.3	10.4	10.1	8.5	12.0
	Minister	4.5	2.6	7.2	0	6.0
	Policeman	3.3	4.2	2.2	2.1	4.4
	MD	54.5	59.9	47.1	68.1	48.1
NEEDS MOST EDUCATION	Mach. Op.	6.3	5.5	7.4	5.5	6.3
	Farm Wkr.	6.6	4.9	9.1	4.4	7.6
	Barber	1.0	0.5	1.7	0	1.8
	Mech. Eng.	63.7	63.2	64.5	67.0	61.4
	Draftsman	22.4	25.8	17.4	23.1	22.9
INDUSTRY INCREASING FASTEST	Mining	2.9	2.3	3.9	6.4	1.5
	Construction	27.7	27.8	27.5	27.7	27.2
	Farming	10.1	10.2	9.8	12.8	8.1
	Government	20.1	20.5	19.6	21.3	19.5
	Manufacturing	39.2	39.2	39.2	31.9	43.1
LEAST FORMAL EDUCATION	Secretary	0.9	1.1	0.7	2.1	1.2
	Reg. Nurse	0.6	0.5	0.7	1.1	0.8
	Beautician	4.9	3.7	6.4	4.3	5.3
	Waitress	85.0	87.2	82.1	87.2	82.2
	Real Est. Agent	3.1	2.7	3.6	5.3	2.8
JOBS INCREASING FASTEST	Mach. Oper.	18.2	18.8	17.4	18.3	18.1
	Draftsman	6.1	6.1	6.1	4.3	6.9
	Unskilled Lab.	23.0	28.2	14.8	20.4	23.6
	Cleric/Sales Woker	15.5	10.5	23.5	15.1	16.2
	Prof/Tech. Wkr.	36.8	36.5	37.4	41.9	34.3

Survey of Aspirations and Expectations -- Continued

There seemed to be little or no differences between schools or between sexes except for the item regarding types of jobs which were increasing the fastest. Here boys and girls switched in their responses to unskilled labor and clerical sales work with percentages of 28.2% and 10.5% for boys and 14.8% and 23.5% for girls respectively. This interaction seems to be the only one of any potential significance.

No conclusions or judgemental statements have been made in this presentation of data for various reasons. Of primary importance is the desire to obtain faculty and student reactions and interpretations to the findings. Also it is important to acknowledge that this survey form as well as the school attitude survey and the general survey of attitudes were intended to be baseline data and to serve as points of comparisons rather than summative information. It is hoped that despite lack of continuation funding, these data can be presented to students and faculty for their study and feedback and that perhaps continued administration of the instruments can provide the opportunity to study trends and changes on the part of students in these schools.

It is also important to appreciate that the statistics presented are descriptive and not inferential. There is no attempt to claim that the findings from these schools and these students represents any others than themselves. It is of great interest, however, to compare the data obtained this past year with data which could be easily obtained during this and subsequent years with similar groups, (i.e., sophomores, seniors, and eighth graders of the 1976-77 and 1977-78 school years). Also of great interest would be the comparisons of students in these two school systems with students in other areas both similar and different.

Of particular interest would be comparisons with more urban schools, with schools less involved in career education, and with schools in other rural environments but located in other states.

It remains, however, our first concern to utilize the data from these surveys for the benefit of students in the Cashmere and Peshastin-Dryden School Districts. Toward this end, presentations will be made to faculty and students who have been involved this past year and who will be involved most in subsequent years so that they at least might benefit from the wealth of information which has been collected.

SEMANTIC DIFFERENTIAL SURVEY

The semantic differential scale technique was employed on a trial basis to determine its potential value for assessing specific as well as general attitudes from a somewhat different point of view. A total of one hundred and forty concepts were presented to a small sample of students during the last week of school. Eight (8) of the concepts were presented to all students while another sixteen (16) were administered to a fifty percent sample, and the remaining ninety-six (96) were given on a twenty-five percent sample basis. Each concept was presented with two response scales for each of the three major factors found by Osgood (evaluative activity and potency).

These data have been tabulated and are now being displayed in a three-dimensional "semantic space" format. The displays will be studied by project staff and hopefully a selection of concepts will be used in a revised instrument in subsequent school evaluation.

APPENDIX A

CAREER EDUCATION WORKSHOP
Cashmere High School
August 18-22, 1975

OPERATIONAL WORKSHOP OBJECTIVES

1. Establish steering committee.
2. Develop working knowledge of project.
3. Outline tentative plan for scheduling released time.
4. Summarize and clarify eight elements of education.
5. Establish communication vehicle for workshop (feedback committee).
6. Develop in written form the existing program of studies for each district. (scope and sequence)
7. Develop criteria and apply them to the existing program of studies to identify those parts of the program which should be retained, modified, extended, deleted, or added.
8. Provide an atmosphere which affords the opportunity for the interaction of staff grouped vertically K-12 and/or horizontally across disciplines.

APPENDIX B

CAREER EDUCATION WORKSHOP
Cashmere High School
August 18-22, 1975

PARTICIPANT EVALUATION OF CAREER EDUCATION WORKSHOP

Composite of all participant responses

Check:
Cashmere 19

Peshastin-Dryden 8

Check the item below which represents the discipline(s) to which you made your major contribution(s) during this workshop.

Language Arts	10
Social Science	7
Language Arts/Social Science	13

Similarly, to which grade level(s)

K-6	12
7-12	15

OPERATIONAL WORKSHOP OBJECTIVES

I. In your opinion, to what degree have the workshop objectives been met?

	Yes	Partially	No
1. Establish Steering Committee	25	2	
Comment: Need operational details.			
2. Develop working knowledge of project.	22	4	1
Comment: Survival skills, Advisor/Advisee Program?			
3. Outline tentative plan for scheduling released time.	10	16	1
4. Summerize and clarify eight elements of education	17	10	
Comment: Not as a total group.			
5. Establish communication vehicle for workshop (feedback committee)	26	1	
6. Develop in written form the existing program of studies for each district.	25	2	
Comment: Developing criteria was weak; applying was good.			

Appendix B

Operational Workshop Objectives (I.) - Continued

	Yes	Partially	No
7. Develop criteria and apply them to the existing program of studies to identify those parts of the program which should be retained, modified, extended, deleted, or added.	14	12	1 (Soc.)
Comment: We'll be continuing this work.			
8. Provide an atmosphere which affords the opportunity for the interaction of staff grouped vertically K-12 and/or horizontally across disciplines.	26 (1 - No response)		

II.

1. In your opinion is a feedback committee useful to workshop participants and staff? Yes - 25; Not sure - 1; No response - 1

COMMENTS

Not yet-hopefully, will be useful.
Bring ideas together.
Small questions and answers taken care of instead of keeping them to oneself.
Yes, if it will continue.
The Lang. Arts "Mini-course" idea might never have been exposed.
Helped to avoid lengthly discussions, and yet give everyone a chance for opinions and suggestions.
All ideas were given fair consideration.
Good to insure communication.
Given those who hesitate to speak out in a group, a chance to let concerns be know.
Needed.
Get more accomplished in small group.
Participants probably open up more in small group to committee member.

2. Did you find the resources of this workshop valuable? Check below

	Yes	Partially	No	Comments
Resource Materials	19	5	1	O.K. Lack of time during this to read.
No. response - 2				Didn't have time.
				More time to look over material during coming year.
Personnel	26	Jim did excellent job.		Very much so.
No response - 1		Lorella was a library of information		Excellent
		Too bad Bernie could not have been here.		Lorella's experience great
				Lorella was a marvelous addition.
				Jim did usual excellent job.
Facilities	23	1		
No response - 2				But only because of familiar with school,

(II.) - Continued

3. Are five days adequate for accomplishing the objectives of this workshop?

Too many _____ About right 9 ? - 1 Too few 17

4. What would you list as your most valuable workshop experience(s)?

First Choice:
Seeing the curriculum as is; not as we think it should be or suggested.
Reviewing programs K-12, so each teacher had a chance to give feedback.
It provided us with the opportunity of "getting down to grips" with the organization that is vital to our programming.
Scope and sequence.
Setting down scope and sequence.
View of scope and sequence of the district's curriculum.
Closer relationship and appreciation of the value of each staff member and their efforts.
Interacting with those on other levels.
The chance to have time to get together K-12, and really plan work with assistance and guidance.
A chance to put input into changing a few programs at the junior high level.
A working knowledge of "what is" K-12 in our district.
Meeting with K-12 for the first time.
Working closely with the other levels (jr. high and high school) and looking at our total curriculum as it exits. Getting to know those teachers on a more personal basis.
Opportunity to look at the whole curriculum. See student development.
Communication between grades, input into 5-12 curriculum. Knowledge of what each other is doing or is concerned about.
Understanding the project.
Gaining insight into K-12 Language Arts and Social Science curriculum. Having the opportunity to have input on revision in relation to curriculum and student needs. Gaining an appreciation of the total curriculum and the people involved.
Correlating what we are teaching throughout the entire program in the Language Arts and Social Science areas.
Starting to look at the 5-12 Social Studies program.
Working together as a group.
Group work with those in Language Arts, 6-12.
Close examination of K-12 program
Group work accomplished quite a lot.
Applying criteria to existing program and seeing scope and sequence.
Developing the scope and sequence from K-12.
Curriculum development.
Getting to know the curriculum from K-12 plus working with teachers from each of these levels on a personal, yet business-like, level.

What Would You List As Your Most Valuable Workshop Experience(s)? - Continued

Second Choice: No. response - 4

Developing good attitude among participants in program.
Working with the teachers from the other levels.
Working with people from other buildings.
Vertical and horizontal looks at our curriculum -- good
Becoming acquainted with staff of other schools. I feel the exchange of ideas -- learning to "know" them -- their ideas, enthusiasm, etc. -- was of great importance if we are to work as a team.
Group work with those in Language Arts and Social Science 7-9.
Working together with K-12.
Being able to work with Lorella and realize how totally dedicated many are to the improvement of education.
Getting together on all levels and getting better acquainted.
Interaction between teachers and grades and understanding of curriculum problems.
Much needed opportunity to fulfill personal needs of district faculties -- to know and understand each other as people (rather than targets of abuse).
Having input into possible changes which may occur due to this workshop.
Talking education and developing new ideas.
The chance to see what other grade levels in the district were presenting and get an overview of what we have to offer.
Working with another school district.
Finding out what's going on at other levels.
This is the first experience I have had with the staff where we have all worked together for continuity of curriculum.
Working with teachers from different levels.
Evaluation and recommendations of changes in curriculum.
Finding out what others taught and thought.
Excellent guidance.
Working with the group -- understanding their wants, desires, needs, etc.
Having the different levels listen to input that was offered.
Coffee and goodies.

5. What would you list as your least valuable workshop experience(s)? No. response - 16

Calories in those delicious goodies.
Noe.
Possibly more un-democratic leadership. (Just pass out criteria and say "this is it". Don't allow time to discuss and decide if wanted). Too much time spent on these decision-making activities, (for format, etc.)
The Danish cream in the doughnuts.
I feel it was 99% valuable throughout.
We took too long to establish our direction at the expense of really getting the curriculum revised.
Possibly, a little more time to hear the final products (front pages) from all the groups. Not a discussion, just a chance to know what each group accomplished in our last activity. (I know this will come later; I was just curious today.)
Development of concepts.
Took too long to take any concrete action -- the last four hours were great.
None.
None comes to mind.
Getting started - beg question mark from where to when -

Appendix B

6. List suggestions for future workshops: No response - 13

A. Those scheduled for staff of the remaining disciplines.

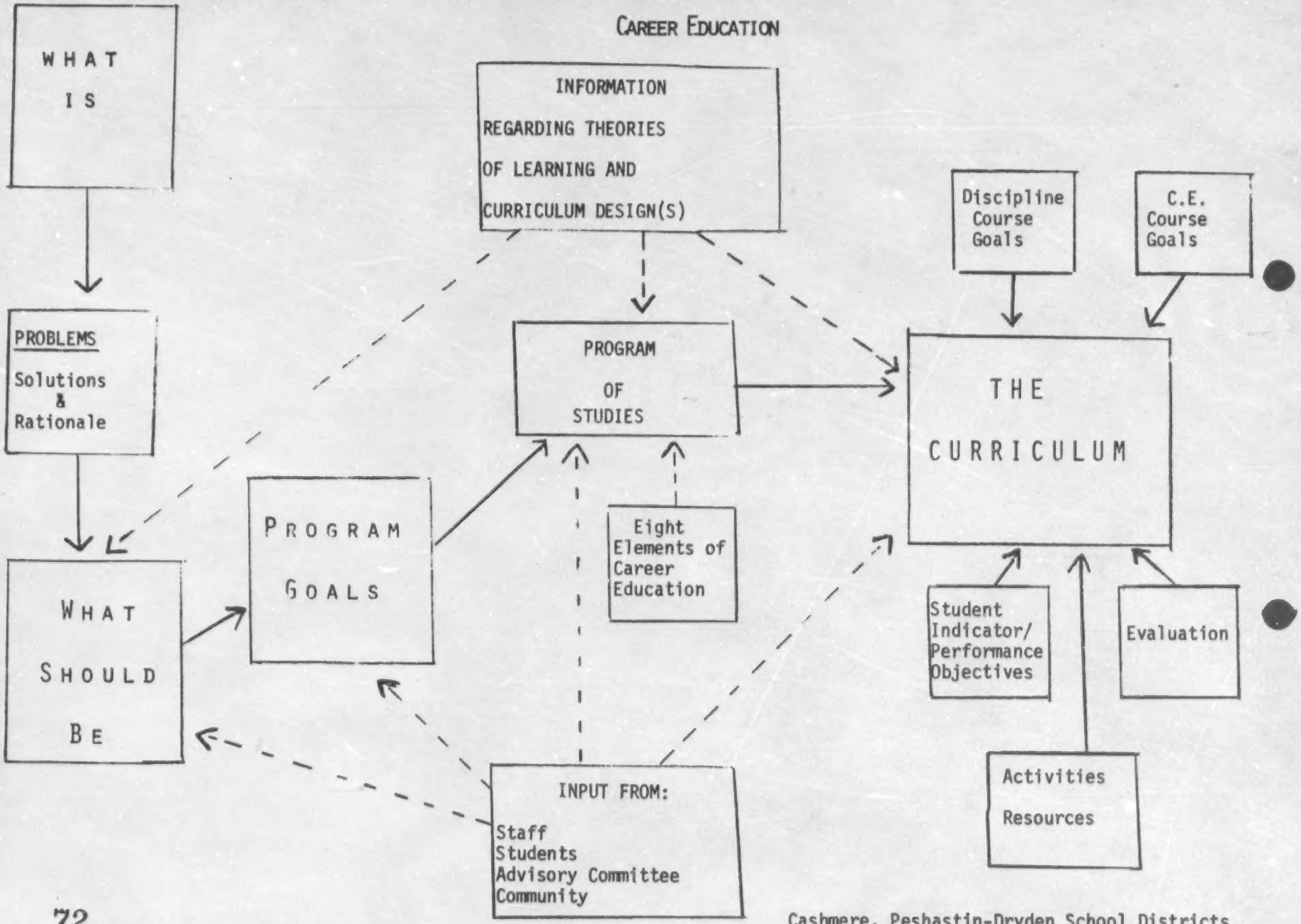
O.K.
Keep up good methods and enthusiasm.
Have scope and sequence examples to save time.
Type of format.
Having format already stated for present scope and sequence.
Procedure was great -- if you eliminate processes (like clarity of eight elements), it may leave a hole in full understanding.
Have a written program of work in very specific terms.
Just have them prepare their programs in detail (horizontally) before going into workshop.
Have goals a little more clearly stated before they start writing out class subject matter for comparison of scope and sequence.
More group meetings for general direction purposes.
More preparation before coming.
Have outlines ready
Five days not adequate.
More direction instead of being democratic.
More preparation before coming
Bring your supplies, books, schedules, etc. (workshop participants)
Send out agenda
Have them bring their course of study outline already made up to the workshop. Let them look over eight elements ahead of time.

B. Additional ones, if scheduled, for this group. No. response - 17

O.K.
Have one as soon as possible.
Opportunity for those people who ended the week together to resume their work during at least some of the 18 released days.
As Social Science we need additional time as a group to continue sequence -- maybe outside references.
If possible, it would be advantageous to have a curriculum resource person to assist the groups on the last day to find areas of weakness from an outsiders point of view. Someone not connected with the school or the workshop. (Implications for Part A, too.)
Make sure everyone can make it especially 7-12, or don't call it at all.
Just let us know ahead of time of anything we may need have prepared -- if possible.
More group meetins for general direction purposes.
Warning
Small pre-meeting.
Hard to say - thought this one was great - only possible thing - maybe more resource personnel so each group would have one there all the time. (Implications for Part A, too.)

CURRICULUM MODEL

CAREER EDUCATION



Cashmere, Peshastin-Dryden School Districts

APPENDIX D

LISTENING GOALS

Grade Six

PROGRAM GOALS - LANGUAGE ARTS

8. The student is able to acquire information, to understand other's ideas, and to enjoy pleasurable experiences through listening.

PROGRAM GOALS - CAREER EDUCATION

4. The student perceives the relationship between education and life roles.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
8	The student knows that listening for a purpose contributes to the value and efficiency of the process.	. . . tells what he/she plans to listen for (before a speech) and explains why this is of importance.
8	The student knows a range of purposes for listening: courtesy (conversation); information (lectures, reports, news broadcasts, directions, announcement); ideas (lectures, discussions, group talk); enjoument (plays, stories, poems, entertainment on screen, stage, radion, or TV)	. . . lists/or tells reasons for listening.
8	The student is able to listen for a specific purpose (e.g., for instructions, main ideas, supporting details).	. . . repeats information just heard (i.e. instructions).
8	The student is able to state the information he/she hopes to gain in listening to a particular speaker.	. . . writes questions to be asked of a speaker.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
8	The student is able to follow the speaker's organization.	. . . lists the main points of a speech just heard. . . . paraphrases the main points of a speech just heard.
8	The student is able to refrain from interrupting a speaker except when necessary.	. . . does not interrupt when another is speaking.
8	The student is able to respond appropriately to speakers.	. . . asks questions of a speaker. . . . makes comments on a speech heard.
8	The student is able to distinguish between main ideas, supporting ideas, and supporting details.	. . . catagorizes, under headings, points heard in a speech (main ideas, supporting ideas).
8	The student is able to screen and select sounds for concentration.	. . . answers questions to show he/she has heard and understood the speaker (when there has been external noise distractions present).
8	The student is able to adjust physical conditions to promote listening, if the situation permits.	. . . closes a door or window. . . . changes seats during a speech. . . . requests a speaker to speak more loudly.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
4	The student will understand the importance of school subjects as preparation for occupations.	. . . researches to find value/importance of listening in various jobs. . . . lists jobs where listening is particularly important.

Appendix D -- Listening Goals - Continued

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student will recognize the necessity for a variety of communication skills.	. . . lists communication skills, besides listening, that are used on a variety of jobs.
7	The student will recognize the need for communication skills in selected career areas.	. . . can rank jobs according to the importance of communication skills.

SAMPLE ACTIVITIES	SUGGESTED RESOURCES
1. Discuss importance of listening skill 2. Discuss process of alert listening (ditto) 3. Discuss "distraction" when listening - concentrate on adjusting to them. 4. Take notes while listening 5. Pick out central idea 6. Paraphrase speaker 7. Discuss advantage of speed of thoughts over speed of speech. 8. Film on listening skills 9. Research jobs where listening important and not important 10. Asking questions of speaker 11. Summarize speech - list subject points under main points 12. Discuss important reasons for listening 13. Listening games 14. Following directions.	1. Main source: Modern English In Action Eight. D.C. Heath & Co., 1966 2. Supplementary - Modern English In Seven. D.C. Heath & Co., 1966 3. Film: Listening Skills, An Introduction (Coronet Film)